

# AVID Classroom Observation

Teacher \_\_\_\_\_ Site \_\_\_\_\_

Period \_\_\_\_\_ Grade Level \_\_\_\_\_ Number of students \_\_\_\_\_

Activity Observed (circle one): Curriculum Lesson Tutorials Socratic Seminar Motivational Activity Other \_\_\_\_\_

## Learning Environment

Expectations	Exemplars	Notes
College/Career Environment	College banners/pennants/posters, graduation requirements, testing notices, college research projects, college field trip pictures, students' college and career goals	
AVID Evidence	AVID Mission statement poster, AVID student recognition, Levels of Inquiry poster (Bloom's or Costa's), Socratic Seminar ground rules	

## Instructional Techniques and Learning Strategies

AVID Essentials	Exemplars	Notes
<b>Writing to Learn</b>	<input type="checkbox"/> Cornell notes w/ questions in left margin, summarizing at the bottom <input type="checkbox"/> pre-writing activities, quick writes <input type="checkbox"/> timed writing <input type="checkbox"/> learning logs <input type="checkbox"/> graphic organizers <input type="checkbox"/> evidence of the writing process	
<b>Inquiry</b>	Teachers ask questions so students <input type="checkbox"/> define/recall <input type="checkbox"/> analyze information <input type="checkbox"/> evaluate information/hypothesize Students ask questions to <input type="checkbox"/> seek clarification <input type="checkbox"/> probe for additional information <input type="checkbox"/> extend/apply learning	
<b>Collaboration</b>	<input type="checkbox"/> students work in small groups (See back of paper for tutorial observation tool) <input type="checkbox"/> strong sense of mutual respect and support <input type="checkbox"/> Socratic seminar <input type="checkbox"/> Philosopher Chairs <input type="checkbox"/> Jigsaw activities <input type="checkbox"/> writer response groups	
<b>Reading</b>	<input type="checkbox"/> pre-reading activities, KWL <input type="checkbox"/> highlighting, underlining <input type="checkbox"/> Cornell notes/SQ3R <input type="checkbox"/> concept mapping <input type="checkbox"/> read-arounds, popcorn reading <input type="checkbox"/> literature circles <input type="checkbox"/> summarizing, reflecting	
<b>Strategies for success</b>	AVID binder with <input type="checkbox"/> dividers for each subject area <input type="checkbox"/> Cornell notes or learning log for each class every day <input type="checkbox"/> binder grade sheet <input type="checkbox"/> up-to-date agenda/planner <input type="checkbox"/> assignment logs for each class <input type="checkbox"/> study-buddy sheets	

## Instructional Techniques and Learning Strategies

Tutorials	Exemplars	Notes
Students	<ul style="list-style-type: none"> <li>_____ work in groups of 4-7 focused around a white board/easel/sheet of poster paper</li> <li>_____ use tutorial request forms complete with higher level questions</li> <li>_____ take turns presenting their question to the group</li> <li>_____ take Cornell notes and refer to texts and class notes when necessary</li> <li>_____ pursue understanding with mutual respect</li> <li>_____ end tutorials with a written reflection</li> </ul>	
Tutors	<ul style="list-style-type: none"> <li>_____ are trained in AVID methodologies</li> <li>_____ are, at least in part, college students who act as role models and sources of college information</li> <li>_____ ask higher level questions to elicit student work rather than simply answering questions posed</li> <li>_____ treat students with respect and dignity</li> <li>_____ exhibit a professional demeanor, arriving on time and consistently</li> <li>_____ stay with a single group of students for a significant part of the period</li> </ul>	
Teachers	<ul style="list-style-type: none"> <li>_____ handle discipline as needed</li> <li>_____ monitor the class at all times, participating in tutorials when appropriate</li> <li>_____ make time to prepare for tutors with necessary materials and information</li> <li>_____ debrief with tutors at least once a week to keep on top of student progress</li> <li>_____ support the tutors and their expertise</li> </ul>	

Commendations:

Recommendations:

Note for final report or final comments: